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ABSTRACT

The proceedings of the Reading for Progress Conference, held on Hilo (Hawaii) on 8 March 1975, are contained in this report. The purpose of this conference was a "refocus" on the reading problems of Hawaii's youth, as viewed by educators, the business and labor community, social agencies, and other government officials. This document includes a list of conference recommendations, addresses and panel sessions, a summary of group discussions, the conference conclusion, and four appendixes with additional material related to the conference. Four of the recommendations articulated at the conference are as follows: organize a group representing government agencies, the schools, business and industry, and community segments to lead, coordinate, and demonstrate an effective reading program for Hawaii County; set standards for reading proficiency and hold responsible agencies publicly accountable and participating persons individually accountable; establish a reading referral and cordination network in Hawaii County; and recommend and obtain preservice and inservice teacher training in reading. (JM)

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READING FOR PROGRESS

CONFERENCE PROCEEDINGS AND SUMMARY RECOMMENDATIONS

saturday, march 8, 1975

waiakea resort village

hilo, hawaii

ED 002012

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Reading for Progress

A CONFERENCE ON PERSPECTIVES OF

AND RECOMMENDATIONS FOR COUNTERING

READING PROBLEMS IN HAWAII COUNTY

March 8, 1975

Waiakea Village Resort

The "Reading for Progress" Conference and this publication of its recommendations and proceedings were made possible by the Office of the Hawaii State Director for Vocational Education with funds provided under the Education Professions Development Act, Part F, 553, U.S. Office of Education, Department of Health, Education and Welfare.

FOREWORD

I am happy to mail you the proceedings of the READING FOR PROGRESS Conference held on Saturday, March 8, 1975.

The conference represented a re-focus on the reading problem of our youth as viewed by educators, business and labor community, social agencies, and other government officials both appointed and elected. The conference was meant to be "action" oriented with the anticipation that the public schools, community colleges, the University, governmental agencies, boards and commissions, and our legislators be stirred to carry forth the recommendations emanating from this conference and any subsequent meetings.

I hope that you will read this report with a vision to what the next logical step might be. A committee of business, labor, and education leaders has been formed to review the next process to keep the momentum rolling on resolving the reading problem faced by this community.

I am happy to report that, as a result of the conference, a number of activities have already taken place. The Department of Education, Hawaii District, has submitted a proposal to the federal government on the "Right to Read" project for secondary schools. Hawaii Community College, in cooperation with the community, has submitted a second "Right to Read" proposal for the adult community of the Big Island. Finally, through the efforts of Judge Shunichi Kimura, the "Home/School Tutor Program in Reading for Elementary Grades", funded through private donations, has been initiated.

Your suggestions and comments on this report will be appreciated.

Mitsugu Sumada
Chairperson, Conference Planning Committee
Provost, Hawaii Community College
University of Hawaii at Hilo

CONFERENCE RECOMMENDATIONS

I. *ORGANIZE A GROUP REPRESENTING GOVERNMENT AGENCIES, THE SCHOOLS, BUSINESS AND INDUSTRY AND COMMUNITY SEGMENTS TO LEAD, COORDINATE AND DEMONSTRATE AN EFFECTIVE READING PROGRAM FOR HAWAII COUNTY.*

II. *SET STANDARDS FOR READING PROFICIENCY AND HOLD RESPONSIBLE AGENCIES PUBLICLY ACCOUNTABLE AND PARTICIPATING PERSONS INDIVIDUALLY ACCOUNTABLE.*

III. *ESTABLISH A READING REFERRAL AND COORDINATION NETWORK IN HAWAII COUNTY WHERE THOSE WITH READING DEFICIENCIES WOULD BE IDENTIFIED AND HELPED TO ACHIEVE RECOMMENDED READING PERFORMANCE LEVELS.*

IV. *RECOMMEND AND OBTAIN PRE-SERVICE AND IN-SERVICE TEACHER TRAINING IN READING.*

V. *SECURE RESOURCES TO ACCOMPLISH THE PREVIOUS FOUR RECOMMENDATIONS.*

VI. *FOLLOW-UP ON CONFERENCE RECOMMENDATIONS AND SUMMARIZE CONFERENCE RESULTS IN A PUBLICATION.*

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Mr. Jack Hoag, Conference Moderator and
Regent, University of Hawaii Board of Regents

Welcome Address

I want to welcome all of you here today especially Dr. Fargo, Dr. Shigetomi and Dr. Ige and others who came from Honolulu to join us. I want to thank all of you who are taking the day out from your weekend activities to make this commitment for a very important national problem. I don't think it requires my time to substantiate the problem. I believe your conference packet has headlines that jump out at you. We constantly read and hear of the problem with reading within our community. I think the first real contact I had with this problem was at the very first board meeting I attended with the University of Hawaii Board of Regents when Harold Eichelberger, as the outgoing chairperson at that time, included in his outgoing address the reading problems in our schools and the difficulties that it makes for the students at the post-secondary level in reconciling this problem in their adjustment to college life. Just last week I read in the Chronicle for Higher Education how national S.A.T. scores were down dramatically and how reading problems have contributed to this. Today's speakers and panelists, I am sure, will stimulate our thinking and highlight these problems. Those of us who convened this conference for reading progress, have purposely brought together what we feel is a good cross-section of our community--from business, labor, government, the judiciary, as well as professional educators to attempt to focus on this problem. We hope that today through our interactions, through the brain-storming sessions that all of you will be involved in, we'll be able to reach new solutions or at least be able to zero in on the problems that we have and try to attain goals and objectives that will reach some satisfaction in the reading imbalances that we have in our society. So I do want to encourage each and every one of you to take an active role today. This will not be a teacher-student relationship where you are going to be given knowledge that is imparted to you. We want you to take part and our speakers will simply be here to stimulate you and lead our thinking. So without further introduction I would now like to bring on for a few brief remarks, Dr. Samson Shigetomi who is the Hawaii State Director for Vocational Education.

Dr. Samson S. Shigetomi, State Director for Vocational Education

Conference Sponsor's Remarks

Honorable Judge Kimura, distinguished guests, ladies and gentlemen, the State Board for Vocational Education is happy to sponsor this conference on "Reading for Progress." I guess the purpose of calling me up here is to recognize the sponsor and provide the sponsor an opportunity for a commercial... that is a light commercial. Generally the stereotype response when the term vocational education is mentioned is that one either thinks of a specific occupation or of a program that is for somebody else's children and not your own.

You may be interested to know that the State Board for Vocational Education which is the Board of Regents has used federal vocational education funds not only for programs and services but also to encourage vocational educators to conduct research, to experiment with new methods and techniques, to provide in-service teacher education and to test models which will deliver services more effectively and more efficiently. Some of the activities include assisting disadvantaged youngsters to overcome deficiencies in reading, English and mathematics. The result of one project showed that reading and writing skills can improve by more than two years after one semester of instruction. The State Board has also provided funds to campuses to develop program instruction, resource materials for counselors, and led the way in individualizing instruction and improving articulation among the community colleges, and between the community colleges and the secondary schools. There are numerous other developments where the impetus is coming from the State Board staff but time does not permit me to elaborate on them. Before I close, however, I'd like to tell you a story about the chicken and the pig walking past the church. There was a sign which read "Let's Help Feed The Needy." So the chicken said to the pig, "Let's donate something--we'll give them ham and eggs." And the pig replied, "For you that's easy, for me that's a total commitment!"

The point I'm trying to make is this: all of you should be congratulated for being so dedicated and for sacrificing your Saturday here for such a worthy cause. If we had to pay for the time spent and the expertise available in this room, it would certainly cost the government thousands of dollars. Here, we're getting a bargain--all of this for the price of a luncheon. So we're happy to sponsor this particular conference. May I take this opportunity on behalf of the State Board for Vocational Education to extend to you our best wishes for a successful conference. Thank you.

Introduction of Judge Shunichi Kimura by Jack Hoag

It's a real privilege and a pleasure to introduce our next speaker. I think he's had unique experiences working in many facets of our community to bring these perspectives to us. I think we all know former Mayor Shunichi Kimura in his role as chief administrator on this island for the last approximately ten years. He was also a former practicing attorney but is regarded more importantly as a chief executive of our county government and now judge of the Third Circuit Court. Judge Kimura has done so much for our island especially in commitment to the youth of our island. He has deep concerns . . . that he expressed to me: his deep frustrations because he knows that we have the resources and the people in the community to help solve these problems that come before him at the bar. I'm sure today Judge Kimura will help lead us in the direction to solve some of these problems that face us in the community today. I'm very happy to welcome Judge Shunichi Kimura.

Judge Shunichi Kimura, Third Circuit Court

Judiciary Department, State of Hawaii

Keynote Address
(Extemp)

Thank you very much. The agenda on your tables states that I'm the keynote speaker but that's really just a title. Actually what Jack Hoag has on his calendar is that I'm a filler. I'm a filler from the time of registration to the time of the 9:00 panel, so my speaking time on the podium has been reduced to several minutes. But I've been selected here not to give any solutions or ideas but simply to speak about the problems that I face in the area of reading and comprehension in the criminal justice system.

The title "Reading for Progress" is a bit too luxurious for me--it's a bit too comfortable--and it's a bit too high in its expectations. I'm more interested, for the courts and for many of our troubled people, of a much lesser level of expectation of "reading for survival" rather than "reading for progress." Let me cite you an example: several months ago I had a 20 year old adult come before me for burglary in the first degree for entering a home and swiping a considerable amount of personal properties and money. He was a dropout and he was a functional illiterate as far as reading, writing and understanding all the elemental guidelines for him to conform to the many rules and regulations that we have on the Island of Hawaii.

In sentencing the young adult; I was faced with the major responsibility of protecting the community for this is the function of the judiciary first and foremost in adult cases. We protect the community by several means such as punishing an individual so hopefully he would understand that he has committed a wrong and hopefully it would deter him and other people from committing similar wrongs. But the most important way to protect the community from the defendant and other troubled individuals is to redirect and rehabilitate the individual because that's the only sure way to protect all of our rights--personal rights and our property rights. So how do you help this defendant who is a functional illiterate to rehabilitate himself and how do you redirect him. How do we protect all of our homes and our property and be humane to his future also?

So in sentencing him, I required that he get individual tutoring in reading and writing and in learning how to add two plus two so that he could cash his paycheck or his welfare check and so he could learn to survive. The defendant was very upset about this because this was one area that he could not take. He could take incarceration. He could take jail. He could take many other kinds of punishment but the one area he could not emotionally handle was the requirement that he learn how to read and write and become a minimally functional literate individual in the community.

Why he had such an emotional blockage, I don't know. I think you educators could probably understand that better than I do. I had hoped to end this example and say that the requirement and sentencing turned out well, that he's working, that he's off welfare and there's not going to be any criminality in his future but the answer is quite opposite. I don't know if we've succeeded one iota in assisting him so that he would be a literate and functional individual in the community. We still have to provide a great deal of structure and support to this individual for many, many years and I don't know if we're ever going

to succeed in improving his reading and writing and comprehension and arithmetic skills so that he can survive in the jungle of conformity rather than in the jungle of criminal activity. This is the reality I face in the courts and the reality that many of us and many of you as educators face in the classroom. The reality of dependence, of juvenile delinquents, of dropouts and troubled individuals who require a different kind of a sentencing than what we are providing at the present time.

Dr. Kono, in one of the handouts given to you, cited the statistic that in New York City about three fourths of the juvenile delinquents are retarded at least by two grade levels or by two years. I think that's a fairly conservative estimate for the Island of Hawaii as Stanley Shikuma and the probation officers, who between them have hundreds of years of experience behind them, point out that at least 80 percent of our troubled young people that are probationers for the Third Circuit Court have severe reading and comprehension problems. They have severe reading problems. I have not said that they are dumb. So many of these individuals who are probationers, who are troubled young people, who are dropouts are above average in intelligence. Some of them must be near geniuses because they can manipulate the judge better than you could. I've been manipulated out of my shoes by many defendants and probationers who make "F's" in your classroom but score an "A" in terms of manipulation of the court system, manipulation of the school system, and the obvious manipulation of their families. And it takes a bright person to understand the tremendous arithmetic calculations that go into shooting crap. I could never follow those calculations and I've lost much money, way back, of course. I think all of us like Larry Capellas and John Beck and those of us who are faily good in shooting pool understand that the best pool shooters are probably the "F" students who have tremendous capacity for understanding geometry, and all the intricacies that go into all the bank-shots and all the geometric difficulties that surround pool.

Recently a defendant came to court who measured in the so-called dull range by the regular method of measuring these individuals. While the Court was in recess, he was advising his counsel of all the constitutional niceties and all of the latest constitutional laws and how to trap the Judge into making an error so that when he goes back to prison, his lawyer would have a basis of making a successful appeal to the Supreme Court. Is this individual really retarded? Is this individual really lacking the capacity to become a literate individual? He's a highly literate and highly functional individual within the criminal world and in the so-called deviant world. But in our measurements in the courtrooms and in our psychological testing in our schools, this individual for his total measurement time was classified as a near mentally retarded individual.

Many of us who deal with troubled youngsters know that the common stereotype that troubled individuals and deviant individuals of the criminal world are low achievers in terms of a low mental capacity is not correct. I spoke to the teacher at the Oahu Prison School and asked him if he could give me a stereotype of the young people who come to him for remedial training in terms of reading and comprehension and learning basic skills to survive.

I had hoped that the teacher would really berate me for this type of question; but he did not. He said that most of the people who attend school there

and most of the troubled individuals who go to Oahu Prison are low achievers in the way we traditionally measure them. They are individuals who come from poor backgrounds, with low motivation, with limited discipline, with ineffective family tribes and obviously a low level of reading, writing and comprehension. So we can recognize that there are common characteristics with many of our troubled young and many of our dependents that have come before the court and school system.

Now some of you may say that I talked enough about problems and all of you are tired of problems because the Becks, the Capellases, the Mizubas and all of you gathered here know the problem much, much more intimately than I and have been with it for a much longer period and I should speak of solutions. I must carry out my role as the instigator of discussion by presenting some ideas and some off-beat suggestions so that they will be discussed by the panel and by some of you later on. What would I suggest if we are to seek the level of a functionally literate individual for our troubled youngsters so that they conform to the myriad of rules and regulations that we've thrown at him. I would suggest several things. First of all, Dr. Kono and the materials here stress consistently the necessity for the interaction of the home, the school, and the community. I don't understand what that word community means because I can't define it in our context today. But I understand what a home is. I would begin with the responsibility and accountability of parents. If they are responsible for the driving habits and the drivers licenses of their children, why could they not be responsible for the reading, writing and the comprehension competence of their young as well? And, if we have parents who are consistently delinquent in that area of responsibility, is this not really child abuse? Is this not really a matter that we should look into in terms of possible foster home placement or guardianship with others? I grant you this is a very harsh suggestion. For many of the individuals who come to us with extreme problems, with ineffective parental or family tribes around them, I believe we should face the situation realistically, rather than treating the young person who comes before us in isolation and say, "Now, Johnny don't do it again--I'm going to place you on probation so you shape up in school." Then Johnny goes home to a situation that couldn't possibly contribute to that kind of rehabilitation. What do we do in the courts, in schools, and in other institutions that work with young people and troubled people? We do very little in terms of really forcing parents and the tribal units around these young people to really pay attention, to be interested, to do their best in helping these individuals.

It's time that we begin to find leverages again. A police officer related to one of our probation officers that his parents were required by the principal of the school to be responsible to send his youngster to school. He realized that his parents felt that leverage to be responsible and carried out their responsibility by sending him to school every day.

I'm not advocating the return to that kind of a leverage but certainly something much more than we have at the present time. Parents can, with almost total immunity be disinterested and be abusive to their children in terms of being teachers at home or requiring them to attend school or some alternative school. In the home, what if all of us, schools, courts and other institutions, were more aggressive in the requirements of parenting. This year we had a mix-up in terms of whether the schools were to have parent-teacher conferences. How

many of us in the schools felt a great deal of guilt when the mix-up occurred or did we allow a long period to pass before the mix-up was unraveled. I must confess that as a parent I was not particularly disturbed when they said you need not attend the parent-teacher conferences as it was voluntary. For our youngsters who need help, for our parents who need help, the lack of urgency displayed in reinstating the necessary parent-teacher conferences is not what is needed today.

Often in our Family Court juvenile proceedings, we find parents who are ineffective and we do little with them and for them. We have tried a unique approach. We've placed several of the parents on "probation" along with their children. If you were to ask me what is the legal basis by which this is done, I confess that I can't cite a legal basis. But I have an urgent basis. We've required that the parents together with their youngster must receive counseling with the Hilo Counseling Center to learn the minimal skills necessary such as, how to communicate, how to be effective parents, how to be firm and how to be loving at the same time and all of the essential knowledge that are required in the parent-child relationship, in this educational, social and loving unit that we call the family unit. I've been remiss in not placing on "probation", not only the youngster, the adult defendant, but also his wife, his children, his parents and the larger unit that surrounds this individual, because that's the reality of rehabilitation. The reality of helping individuals requires more than looking at the troubled individual and saying "you do it on your own" or else you're going to face consequences of incarceration or further probation.

In times of deep frustration, I have hoped that we could require that couples cannot get married until they are competent to be married, competent to be parents, competent to start family units. Obviously none of us advocate such requirements in terms of laws. I've spoken to Reverend John Beck and to some of the ministers at lunch the other day on this problem. I've asked that before they marry individuals, that they require premarital counseling not only in the area of sexual relationships, not only in the area of religious training, but also to discuss the nitty gritty of dollars and cents and how to plan for their financial future, to discuss the responsibility of having a child. I asked the ministers to discuss that the responsibility is not only to get one more bedroom and one more money earner in the family but the parents responsibility is to be an educator and create in your home a learning environment; that the responsibility as a parent is not only to go to the "Y" or the University Extension or go to mother's club and learn how to change diapers and how to put Johnson's powder on the backside of a young individual, but also to realize their large responsibility to create that kind of a home educational unit. But how many of us are willing to do that? How many of us as ministers, as marriage counselors are willing to say to couples that you've got to come to six sessions of counseling? How many of us as judges or other people who deal with family units are willing to do this? Not many of us are willing to do this but we've got to begin to take a much firmer position if we are to attack these very difficult vexing problems that face our troubled family units.

In reference to our schools, I, like most of you here, have unreal expectations of schools. I expect Bill Waters and Larry and Kiyoto and all of the educators to be constant miracle workers to turn out 100 percent functional literates and geniuses into our community. The truth is our schools simply aren't built that way, their curriculums are not built that way, they don't have the personnel people to accomplish all of our high expectations.

The schools ought to be encouraged, ought to be pushed to realize many alternative programs that they've been struggling to develop. I do sympathize with educators. They're constantly criticized but how many of us would go and lobby with the legislators so that Larry and Kiyoto and Bill Waters can obtain the passage of the Hukilike Program that they are seeking so ardently as the top priority in the current legislative session? How many of us even know the existence of the Hukilike Program and of the high priority that Bill, Larry and others have placed it for the Island of Hawaii? How many of us have even spoken to our legislators about the reading, writing and comprehension problem of our troubled youngsters?

The PIP (Pre-Industrial Preparation Program), the tremendously successful early-admission program at the Hawaii Community College, the early admittance program for many of our dropouts and troubled individuals, project RISE-the modest tutoring program--these are the programs that we should provide to our schools. We should urge and help educators to lobby with our legislators so that they can obtain the funding, the necessary programs, so that legislators can provide the alternatives for many of our youngsters who cannot survive within the normal structure of our public school system.

We must remember that in terms of funding from the legislature, we are not a wealthy state. We're a poor state. We don't have many resources in terms of tax generating industries. We've got to look at other areas for assistance. We should urge that our schools get the maximum amount possible for counselors, for specialists in reading, for the remedial teachers and for the programs that you have been asking each year and have not realized.

However, let us not stop with governmental funding. Let's look at another resource that exists in our community. Let's look at individuals who have a tremendous commitment and the desire to be the "pig" that Samson was talking about and to offer their whole life and their energies to our problems. I believe there's a great number of Jack Hoags that exist in our community, that there are many people like Val Wessel, the retired Joe Garcia and many other people who are willing to volunteer if they knew how to help and if they were called upon to help.

As I came into the room, I asked Jack Hoag for all of his junior bank executives to help our juveniles and defendants understand money management. Jack said, "We always say yes!" And so I have a commitment from the First Hawaiian Bank to help our young people. Of course, if he had said no, I was going to remind him that I had already spoken to Jim Evans at the Bank of Hawaii and he had said yes!

I believe we have this reservoir, this rich reservoir of individuals, and this is why I've asked Harry Kim through the Law Enforcement Assistance Agency and hopefully through the Juvenile Justice Act that President Ford signed last year, to provide a community coordinator and a center where we can recruit volunteers. We can get the Garcias, the Hoags, the Wessels and all of us together, so that we can lend our abilities whether it be tutoring or the big brothers or big sisters or work stations where our young can have a work-study type of a project. To Dante and Merle and the County officials here, to the State officials here, we could ask that they allocate some of those already

budgeted summer programs so that some of our troubled youngsters can have work stations on the county crews or the State crews. We could have a combination of work and tutorial programs so that we can attack the problems of reading and writing and comprehension.

There are many many other things that can be discussed but let me make a specific concrete proposal. Several individuals in the community have offered several thousand dollars to any school who would be willing to start a program to attack the problem of functional illiteracy. Let us raise more funds and give it to Ethel at Hilo Union School and contract with the teachers in this hotel who are working as clerks and waitresses. Get these unemployed teachers of reading, of English and hire them to be tutors who would work with the teacher in the language program. This is going to be a small effort but would be a first step for those of us who want to commit to help our schools by utilizing the talent of the many young people in this community who are trained teachers.

These are but some examples of the specific things that can be done. I'm encouraged by the faith that you have in our Island. We have problems but indeed we have resources and we can cure them.

Let me, for the year 2000, make several court "orders". That every parent shall be an effective educator who is competent in teaching the three R's and all of the other social skills ; that all the schools will have competent, committed and dedicated teachers, educational and law officers; that if the parents, educators and we do not obey this "order" that all of us incarcerate ourselves in the "jails" of our community. Thank you very much.

Introduction of Panelists: Jack Hoag, Conference Moderator

Thank you very much Judge Kimura for a very creative, very committed sense of direction on the problem we face today. Taking Judge Kimura's lead in reading for survival, I'd like to introduce our panel members who will take part in a brief symposium. We've brought together a cross-section of individuals who will give us their perspectives of today's problem: Our first speaker is Jude Tavares, who is a student at Hawaii Community College. I believe Jude will be able to give us the perspective of the student who has personally experienced reading problems. Next we'll hear from Randy Webb, Director of Administrative Services for Hawaiian Sugar Company Itd.. Following Randy, we'll hear from Ed Silva, the Director of Personnel Services, County of Hawaii, then from Elaine Kono, who is a Curriculum specialist in the Hawaii District Office of the DOE. She will be followed by Pieper Toyama, who is a reading instructor for Hawaii Community College and we'll conclude with Stanley Shikuma who is a probation officer for the Third Circuit Court.

Panelist: Jude Tavares
Student, Hawaii Community College

I'd like to tell you of an experience that I had in high school. It was my senior year and I had this friend who wasn't a full-time student. I was doing average work in class and then decided to goof off for a little while. So me and my friend cut out and when we came back to class the teacher called me to the back and said I was not going to graduate. I said how come and he said I cut out too often. So, I dropped out of school and came to find out that my friend had graduated and he had cut out the same amount of days I did.

Then I found out the grading system is not constructed on the ability of the student but how well you played a game with the teacher. It was fun--but then I cruised for about three years and worked as a janitor in part-time jobs. It's hard to get a job when you've got no high school diploma. So I met this girl. She lives in my district. I applied at Hawaii Community College, checked it out myself and decided I wanted to be a carpenter. So to become a carpenter you've got to read. You've got to be able to read and write good if you don't want to be stuck with a janitor job all your life. I couldn't see myself doing that so I took courses to become a carpenter. A lot of courses--speech, English, art can come in handy. But to me the grading system should change, it should be not how you get along with the teachers but the ability of your work. You'll get some smart guys, some average and dumb guys. If the teacher grades the student on his abilities, then you know which ones are prepared and which ones are not prepared; which are better and which are not.

I never used to dig reading, I never did read one book until one day my friend and his bunch of friends came over my house and we was cracking each other up. We came up with these kind of big, hypothetical words that aren't usually established real good, yet they made me feel smart. So I decided I should try reading. I read my first book and it was interesting. It's a trip after a long time if you never did read a book and you try to read a good book. You can't read that fast, but you can't even know the meaning of the words. A person cannot make it in the world without wanting a high school diploma, and not know how to read. He maybe can read but he cannot understand real good. That's why I took English and reading to improve my reading so I can get a better job. I can't see myself stuck with a janitor job all my life.

Thank you.

Panelist: H. S. Randy Webb
Director, Administrative Services
Hawaiian Sugar Company, Ltd.

It is a pleasure to have the opportunity to discuss with you what effects the level of reading ability has on industry. I can assure you that the level of reading ability does have an effect on an employee's performance, as well as potential for promotion.

As I see it, in business and industry, there are really two problems involved with reading ability.

> First, there is the problem of reading ability, or rather, how the level of reading ability affects industry and;
>
> The second problem is that of the excessive amounts of reading required in the performance of the duties of a manager or supervisor.

I would like to address myself to the first part of the problem by asking, "Does the level of reading ability of our employees have any effect on business and industry?" In my opinion, the answer to this question is a definite yes.

In the past years, industry has been moving more and more into mechanization and automation of equipment, machinery and process operations. Just to operate, service or repair this highly sophisticated and complex machinery and equipment requires the use of operating, servicing, and repair manuals. These manuals are technical in nature and to be able to read and understand them requires a rather high degree of reading ability. Industry is now moving into the instrumentation and computer control of many operations and this move will require an even higher level of reading ability.

If an employee is to progress above the unskilled level, the ability to read and to exercise judgment from what he reads is a necessary qualification in industry today.

Maybe the next question should be, "Do we have a problem in our present workforce caused by the level of reading ability?"

Again, I think the answer has to be yes. I would like to use the sugar industry as an example of some reading ability problems. In the sugar industry, we have an apprenticeship and trades progression program for all trade jobs. Written into this program is a requirement that all trade applicants must be able to read and write. All of our jobs are classified as either unskilled, semi-skilled, or skilled. Our tradesmen are in the skilled classification.

When this program was negotiated some years ago, it was agreed to evaluate all tradesmen in the sugar industry to determine their grade placement in the program. Part of the evaluation involved some testing.

During our discussions with the Union, the Union took a position that some of these tradesmen were capable of performing the job duties of their trade, but were unable to do a paper and pencil type test. It was agreed that we would develop a practical measurement and trade knowledge test for each trade. This type of test would give the tradesman an opportunity to demonstrate his trade skills, even if there was a reading problem.

After the evaluations, each tradesman was placed in one of three categories--promotable immediately, promotable after further training, and non-promotable. This original screening of tradesmen took place in 1962, and today we have some journeymen that have difficulty in reading the manuals of their trade. Also, we still have a few tradesmen that are classified as non-promotable. They are non-promotable because of their level of reading ability.

The apprenticeship part of our program requires four years as an apprentice. During this training period, the apprentice is required to complete a certain number of correspondence courses.

An apprentice with limited reading ability will not be able to complete these courses and will wash himself out of the program.

It is not just the older employees that experience difficulty in reading--it is also with those who recently graduated from some of our local high schools.

We have discontinued using pre-employment testing for bargaining unit jobs, but when we were testing, our director of our personnel research department had stated he could predict with a fair degree of accuracy which high school the applicant attended just from his level of reading ability.

Our managers and supervisors have a different problem in reading for progress. Their problem is the large volume of reading required in the performance of their work.

My job is no different, if I read everything that comes over my desk, I am sure I would be well informed, but would make very little progress.

In order to improve this situation, we have installed a speed reading course for all management personnel. Some employees have completed the course and there is a marked improvement in their reading speed as well as reading comprehension.

I am convinced that there is a need to improve the level of reading ability to meet the needs of industry. It is my hope that the discussion groups today will be able to make some suggestions and recommendations that will lead to improving this reading situation.

Panelist: Edward L. Silva
Director, Personnel Services
County of Hawaii

In 1959 we purchased standardized examinations for Police Officers and Firefighters from the Public Personnel Association now known as the International Personnel Management Association. We purchased these examinations because we did not have the time, technical staff or funds to construct our own. In addition, these examinations were put together by experts and were tested examinations with national norms established.

Since we could never satisfy our police and fire needs through achievement examinations, which are examinations testing for actual job knowledge, we tested for individuals who had the basic aptitude or ability to learn after they were hired. After they are hired, police and fire recruits receive intensive on-the-job training and most of them continue on with Police and Fire Science courses.

In my personal judgment these examinations are fundamentally reading examinations. A candidate will read a paragraph then refer to multiple choice items indicating which item most accurately describes what the paragraph is about.

Another significant portion of the examination is on vocabulary, the use of words, or how words relate most accurately to another word or group of words. To answer correctly the candidate must have a correct concept of what idea the word conveys.

About two-thirds of the examination is on reading comprehension and vocabulary. The other one-third is on arithmetical reasoning and other items of common knowledge, but even to understand these items reading ability is a necessary tool.

Now I don't want to burden you with norms, centiles, the technical language of testing or too many figures but a mere spattering of this is necessary to give credence to my impressions.

Generally if we followed the established norms, bearing in mind that these norms were established by products of Mainland schools, only about 10 to 15% of the local applicants would pass these examinations.

This meant that for every 40 applicants, we could expect only about four or six to pass. According to the norms, about 33% should pass. For every 40 applicants at least 13 should be expected to pass, but as you can see, this was twice the number of local applicants actually passing.

The results were disappointing because we could never satisfy our Police and Firefighter needs on the basis of the established norms. To adhere by these norms would mean a continuous testing program, with much time and money, to satisfy our police and firefighter manpower needs.

Being that we did not have the time, or the money, we dropped our passing score 10 percentage points and this gave us the highest 20 or 30% of the local applicants taking the examination, which is what the test was supposed to do anyway. Apparently this decision was all right because once on the job the men did well in training, in their work, and many are enrolled in police and fire science courses and are succeeding there as well.

1965 Policeman Exam
(Silva cont'd.)

For comparative purposes let me take you through the highlights of two police examinations. In 1965 we gave an examination to 53 police applicants. Our arithmetic mean was 57. The arithmetic mean under the test norm was 75 (2634 tested). We were 18 points below the Mainland norm; 33.4% of the Mainland applicants were above average in scores. We did not have even one above average, and had to drop the passing score to 60% of the items to get our highest 20%. With this drop, 10 applicants passed but they were at the 40 and 50 percentile points on the norm.

For the second illustration, I selected a 1972 Policeman Exam which is the most recent Policeman Exam requiring high school education and got the following results.

Out of 35 applicants 12 were above average which matches with the test norm. Th arithmetic mean for the test was 73 (1222) and our test group had a 70. This was exceptional as far as local applicants are concerned so I decided to find out why?

Of the 35 applicants, I found that eight were products of non-County schools and mostly from Mainland high schools. The other 27 were from County of Hawaii schools.

I separated them into two groups and obtained findings supporting my suspicions. The group of eight made up of applicants which were non-County educated had an arithmetic mean of 95 whereas the remaining 27 made up of products from Hawaii County schools had an arithmetic mean of 63.

Eight out of eight from the eight member group scored above average and only four in the 27 member group were above average whereas it should have been about eight or nine by the established norm.

By dropping the passing score to 60%, eight from the eight group passed and eight from the 27 local group passed.

When we give examinations to building inspectors, supervisors, and others with sections of codes, laws, rules or regulations to interpret, the test results of these sections are generally not as good as for other sections of the examinations. The local applicants tell me they don't like the test sections involving reading comprehension and interpretation, and yet this is the essence or at least a very important part of their work.

In a recent article written by Dr. Charles B. Schultz, director of validity studies with the Washington State Department of Personnel, he contended that while we think we have a good achievement test, or aptitude test too for that matter, for all practical purposes it may be fundamentally a reading test. The person who reads well may get more correct answers and know less subject matter than one who knows more subject matter and cannot read as well.

Too often we assume that people, especially those with high school diplomas read equally as well.

Having some insight to this problem I can sympathize with the local applicant, at non-professional levels, who continually declare I can do the job but I can't pass the test.

With these impressions which are really surface impressions and not supported by in-depth scientific studies, I must conclude that I personally have a strong suspicion that our people, the products of the schools of the County of Hawaii, cannot read as they should, or as we expect them to read, and that they are not reading, comprehending, and interpreting ideas from written communication up to their capacity.

Dr. Elaine Kono, Curriculum Specialist, Language Arts
Hawaii District Office, Hawaii State Department of Education

(This address was accompanied by a visual presentation of outlines, charts and diagrams.)

I'm going to speak on two topics: one, I'll try to address my talk to the question of "Who is a poor reader?" and secondly, I'll speak to the question, "What are the schools doing about teaching reading?"

In the Conference book that you have, I quoted some statistical data from a nation-wide survey that claims that one out of four students has difficulty in reading. We usually talk about students who are having reading difficulty in terms of the number of grade levels a student is below what is expected of most students at his grade level. For instance, a twelfth grade student who registers at the tenth grade reading level may be said to be two grade levels below in reading. Another student in the fourth grade and reads on what is normally expected of a second grader is said to be two grade levels below in reading. However, there is a relative difference between these two students. It's serious enough to be two grade levels below in reading in the fourth grade; but because oftentimes the reading problems are compounded as the student goes on from one year to the next, by the time he is in the twelfth grade he may be not only two grade levels but many more levels below in reading.

Another method of rating students' reading performance that most of us are acquainted with, is that of reading percentile scores in a standardized reading test. Here's a percentile scale, showing the distribution from 1 percentile to 99.9 percentile. We see that the mid-point is 50 percentile. We can divide the scale into quarters, so that the first or lowest quartile would be up to 25 percentile. So Student A who scores 45 percentile in a reading test and be in the second quartile is hitting quite an average score.

"Percentile" is not quite the same as "percent," which literally means "of a hundred." The suffix "ile" in percentile refers to ability or liability or susceptibility as it is used in words such as "docile" and "fragile" and agile." Percentile then refers to where a student stands in relation to others in a representative group of a hundred. Thus, if a student scores 73%ile, it means that there are 73 people out of a hundred who are below him and there would be 27 people above him. When we are examining test scores in reading, we are especially concerned about those who are in the low quartile. These would probably be those twelfth graders who are more than four or five grade levels below in their reading.

I have talked only about achievement and then only in terms of test measurements. As educators we think in terms not only of achievement or performance, but in terms of achievement in relation to the students' ability. Examine the achievement scores of students "A", "B", "C", "D." Look now at

their ability scores in a comparable test. Student A shows 20%ile in performance but 57%ile in ability, while Student B registers the same 20%ile in performance but 10%ile in ability. We are very much concerned about Student C who scores 85%ile in ability and 37%ile in performance.

A word of caution is in order here. I have been talking in very simplistic terms, as if these scores are absolute so that we could pinpoint a student being at a specific score like 37%ile. This isn't so at all. I have taken the mid point of 37 when in fact there is a band of 30 to 45 that the student's performance in the test falls in. Another caution is that low test scores are an indication of some problem in reading. They are not necessarily conclusions that the students who score low are retarded.

Moreover, a test is just a test. It is a means of measuring that we might use. As educators we rely on many other ways of assessing a student's ability and achievement, such as the teacher's observation of a student's behavior in class, and an examination of a student's performance in other classes and outside of class. As reading teachers we are very careful about examining a student's ability and performance in the non-verbal or non-reading area as well. I'm raising many questions in your mind and that's my intention here. You may go over them in your study sessions later in the morning.

May I go on to the second part of my talk: What are the schools doing in reading? Certainly there are many activities; but let me focus on two points: (1) It's not exclusively remedial work that we want for students with reading problems; (2) Reading is a learning skill.

As educators we are conscious of the development of the whole child. It's not just a matter of correcting some error or skill deficiency; rather, we work to help the child develop to his highest potential. On surface it may sound highly idealistic, but this is the philosophy we go by.

Let me apply this to the examination of a student's achievement in terms of his ability that I referred to a while ago. Even with a child whose academic abilities may be rather limited we don't give up. We try to help him by using various methods, some of which may be rather unconventional.

In reading we do a great deal in the way of developmental reading with most of the students. Certainly some students need remedial work. But remedial work is not limited to those who may show low achievement. They also include those whose achievement is higher than that of most students but whose performance is not up to their even higher potential.

The other thing is that reading is not a content or a subject or a discipline in the same way that history is or biology or social studies. It doesn't have a subject matter of its own. Reading is a skill. It's a learning skill and whatever the child does, whatever the learner does, he's going to keep on learning. He's got to hold up that skill -- that tool which is reading. There are other skills, but reading seems to be an all important one.

There are efforts made to try to have everyone be concerned and to help the students with developing the reading skill. There is a project which takes priority over all of the projects in our Hawaii district schools. For the past few years, we've had a reading project going on in every school. It's a project so it's not just "we'll just grade the student's reading ability." It's a kind of measurable project with specific objectives and at the end of a certain time we will have done this. The climate is to have everyone take responsibility in seeing reading as a learning skill. The math teachers, the science teachers, the social studies teachers all are in this.

One of the ways in which we started was to work on the vocabulary subject area. We all know that each subject has its own vocabulary. The word may be the same in a number of subjects but then they may be different. I can think right away of an example of a word like rational. In modern math a rational number is very different from rational as it might be used in a philosophy or a history class. The word rationing as used in homemaking would be slightly different too. If a student can learn the word in each subject area that would be a great feat.

As educators we do talk about reading but at the same time we are very conscious of the development of language as not just reading per se but reading interwoven with the other areas of language development. As a teacher one cannot think only in terms of reading. What's the child's listening performance like? This is a very important part of reading. It's a receptive communication skill in the same way that reading is. One is by listening, the other one is by looking at print. Then there are productive communication skills -- writing and speaking orally. These are all interrelated.

I want to say that there are studies that have been conducted -- well-controlled studies that show relationship, for example, in trying to find the best way to teach writing for high school students. These studies show that the experimental group that did intensive reading did much better than two other groups. One was the control group doing traditional kind of writing -- go to class, learn about writing and do a lot of writing; the other experimental group was the group that did a lot of analyzing of written material and then going on to try to model that or do an extension work.

In the same way that I talked about reading as part of the total language development in the child, we see the learner, the child, the student in the milieu of various environments. School is only a small part of his environment. Most of the children spend only about six hours a day in school. The rest of the time when he's at home, he's at church, he's at the YMCA, he's at the ball park, he's down at the beach, he's surfing and so on. If we concentrate on reading only here, and no other activities in reading are done, you can expect the child would be pretty poverty-striken in the line of reading development.

As I've said in the hand-out, we do know that we need the help of the community and the help of the home. As Judge Kimura said, it should be the

responsibility of all of us to help our learners to become proficient in reading. I think that "Reading for Progress", our conference today, is trying to do that. We educators don't have all the answers. We'd like to have help from you people who are non-educators to come up with your suggestions, your ideas on how we can help our students, our learners, to read better.

Thank you.

Panelist: Pieper Toyama
Reading Instructor
Hawaii Community College

Please refer to your Hawaii Community College report in your packets: the figures are not to be taken as absolutes because measuring devices are imprecise. Rather the figures are to be taken as indications of the state of affairs at Hawaii Community College.

From my experiences I would say Hilo College also faces the problem of providing a college education to a number of students with reading problems. The data indicate our students are not reading as well as they should. This is not to say they cannot successfully pass through their chosen programs of study at the community college. We have good instructors who are giving students a good foundation in the basic skills and knowledge which make them qualified for work in their chosen fields.

If we are turning out qualified, well-trained students, in spite of the fact they are not reading as well as they should, then what is the problem? Why should we care if they have reading problems? Is there a problem?

Based on personal teaching experiences and discussions with students, I believe there is a problem. And it can eventually affect all of us.

The first aspect of the problem surfaces in the classroom. While it is true that our students are receiving the basic knowledge and skills which qualify them for work in their chosen fields, the fact that many find it difficult to comprehend their textbooks requires instructors to spend valuable time going over portions of the text word-by-word. If students could read their text independently, more time could be spend covering information and skills which may not be absolutely necessary but good to know. If instructors did not have to go over portions of the texts word-by-word they could be imparting additional information which would make our graduates more knowledgeable in their fields and in turn make them better mechanics, technicians, accountants, secretaries etc.

The second aspect of the problem surfaces once the student gets on the job. You all know how quickly new concepts and information enter almost every occupational field. Our students are qualified today, but if they have reading problems will they be able to keep up with expanding knowledge in their fields and remain qualified tomorrow? Will they be able to read and understand manuals, magazines, and articles which explain new techniques? As long as they have reading problems we may have a number of graduates who will find it very difficult to render excellent service to the community in the future.

If we want our graduates to remain successful in their chosen occupations, we must improve their reading in school and on the job.

Panelist: Stanley Shikuma
Probation Officer
Third Circuit Court

I am a Probation Supervisor with Family & Probation Services. Probation Officers are attached to the Family Court and Criminal Division of the Third Circuit Court. Our staff provides two main services to the Courts: 1) Investigations; 2) Supervision of cases.

Adult probation activities form a three pronged program in the courts: the staff processes investigations of defendants requesting release on own recognizance; conducts pre-sentence investigations of convicted offenders; and carries the post-sentencing caseload referred to earlier (probation supervision cases).

Family Court activities are: 1) Adjudication of juveniles; 2) Processing pre-disposition investigations; and 3) Providing casework services for those placed under supervision of the courts.

Under probation supervision and counseling of both adult and juveniles--the staff supervises the activities of those persons placed on probation so as to assure that their behavior conforms to the standards set down by the court; (sometimes referred to as surveillance) and they provide such guidance, counseling and assistance as may be required to aid in their rehabilitation.

In providing casework services, the Probation Officers are constantly seeking resources or alternatives to assist the client in making a satisfactory adjustment while he or she is known to the courts.

As part of their qualification, Probation Officers are required to have a working knowledge of all the resources in the community. These include private and public agencies, the services they provide and programs that are currently in operation. Probation Officers also support and assist in implementing new programs so that these services can be used to assist their clients.

One problem that arises in making referrals to programs and resources is: our clients who are unable to read sufficiently to qualify/or make applications for the services. For example: 1) We refer our boys and girls to the armed services and for some this kind of structure and environment that the Army/Navy provide is what they need. The kids are interested in enlisting but they can't pass the test; Some barely make it. Then they are unable to qualify for career or vocational training that the armed forces offer. In the days of the "draft"--we encouraged the boys to volunteer for induction because they couldn't pass the test for enlistment through the recruiting stations. Some adults don't like to apply for jobs because they can't fill out application forms.

Another referral channel is the Job Corps. This has been one of the better resources, especially now that the Multi-Purpose Center (of the County of Hawaii) has been screening the applicants. They have bent backwards to help our boys and girls. Of all the referrals they have processed for us, everyone of them were reading below their grade level. They have to be 16 years of age to join. All of them were classified after diagnosis to be reading below 6th grade--some as far down as 4th grade level. This does not mean they are rejected. They are given special training--some are sent to Hawaii Community College, others to the Honolulu Koko Head Center for help.

We are currently working with approximately 50 dropout youngsters on probation. Figure varies from time to time. Some of them have voluntarily left school, others suspended or expelled. I do not know if there is reasonable proof or of any empirical data that shows that not able to read contributes directly to delinquency. However, we do work with many boys and girls who have poor school records, both behaviorally and academically. I have been told that recently the school careers of seven local students were studied and the findings were these:

1) All seven were on the bottom of their 8th grade class.

2) All seven had history of misconduct in school.

3) All seven had severe reading handicaps.

4) All seven failed to graduate--dropped before graduation.

The Probation Officers are interested and concerned in helping our clients in all areas of his adjustment--home, school, employment and community. About a year ago, two of my Officers felt that their "charges" were doing poorly in school because of their reading handicaps and tried to help them. They came up with a volunteer project with the aid of three teachers. No specific goals were set. It was an attempt to help the boys with their reading. Classes were held at the courtroom--at night --and on a one to one basis. The program was discontinued after two months because the Probation Officer found: 1) It was very difficult to motivate the boys to attend sessions; 2) The setting (courtroom) may have been a contributing cause; 3) It seemed to be bad timing--being held at night; 4) The Probation Officer was not qualified to teach and 5) There were not enough materials. However,it wasn't a complete failure. The Probation Officers were able to improve their relationship with the boys and better rapport was established.

Thus, we in the "helping profession" and these include social workers, teachers, counselors depend a lot on resources and alternatives in working with our respective clients. One Judge has referred to us and our work as "conduits"--we channel our clients to the most appropriate resources and programs. Through case-work techniques we try to motivate them to accept the services offered.

SUMMARY OF GROUP DISCUSSIONS

(This is a "merged" summary of the Reading for Progress Conference Recommendations. Six discussion groups deliberated over the problem of reading in Hawaii County and came up with the following thoughtful and perhaps provoking ideas for future action.)

RECOMMENDATION: I	*ORGANIZE A GROUP REPRESENTING GOVERNMENT AGENCIES, THE SCHOOLS, BUSINESS AND INDUSTRY AND COMMUNITY SEGMENTS TO LEAD, COORDINATE AND DEMONSTRATE AN EFFECTIVE READING PROGRAM FOR HAWAII COUNTY.*

- A task force of the University of Hawaii at Hilo, Hawaii Community College, DOE, Headstart, Hilo Counseling Center and Public Health agency be set up. All agencies that wish to be involved and are concerned with the reading problem should formally organize to put together a pilot project. (Apapanes)
- Seek cooperation of home, school and community to motivate students and produce better readers. (I'iwis)
- We should form a committee chaired by Judge Kimura to develop a program whereby trained personnel in the community would be used to supplement reading programs in the schools. (Elepaios)
- There must be a concerted and united effort by many people at the home, school and community level to get to the core of the reading problem. (Nenes)
- Involve parents, business-industry through in-service training and government leaders in an effort to make each person in Hawaii County literate. (O'os)

RECOMMENDATION: II	*SET STANDARDS FOR READING PROFICIENCY AND HOLD RESPONSIBLE AGENCIES PUBLICLY ACCOUNTABLE AND PARTICIPATING PERSONS INDIVIDUALLY ACCOUNTABLE.*

- The DOE should revamp its minimum testing evaluation programs and administer these tests to students at the beginning of Grade 1. (Apapanes)

II

- Existing agencies charged with the responsibility of teaching reading should publicly state standards to which they will be held accountable. An example of such a standard is: 90 percent of our high school graduates will be able to literally comprehend articles they themselves select from the local English language newspapers. (Elepaios)

- If any agency cannot adhere to the stated standard, they shall be required to explain and specify the materials, facilities, conditions and personnel they will need to meet those standards. (Elepaios)

- Parents must also be held accountable and must be made to realize that they are also responsible for the child's education. Board of Education policy should require parent teacher conferences; teachers should be given time for such conferences and employers should allow employees to attend such conferences. (Elepaios)

- Students should also be held accountable in being responsible for their own education. It is recommended that students be drawn into the process of motivating their fellow students--perhaps as a program which will train and pay students to become peer counselors and tutors to influence and teach their fellow students. (Elepaios)

- Set minimum reading performance levels for graduation requirements to prevent automatic student progression. One big factor in motivation may be automatic progression of students if schools do not challenge the students. Many times students feel that they can make it through school no matter what happens. (I'iwis)

- Provide realistic achievement standards at selected grade levels. We felt some students going through the school system don't have realistic expectations and once you lose them, it's going to be more difficult to help them come back and achieve what is set up in terms of reading standards. (I'iwis)

- We should look at the entry level diagnostic reading tests which should be given to all college students and require every student deficient in reading to take reading improvement classes. To do this we need testing for individual diagnostic levels and better means of identifying the reading levels of our students annually from K through college. (Mamos)

- We hope some kind of diagnostic things can be done at a very early age because it was pointed out that reading problems can be identified as early as preschool, kindergarten, 1st and 2nd grade. (Nenes)

- We think that a community audit ought to be made of the reading situation in Hawaii County and that this begin with the elementary grades in our public schools. (O'os)

- We should set performance standards for reading for each grade level. (O'os)

RECOMMENDATION: III	*ESTABLISH A READING REFERRAL AND COORDINATION NETWORK IN HAWAII COUNTY WHERE THOSE WITH READING DEFICIENCIES WOULD BE IDENTIFIED AND HELPED TO ACHIEVE RECOMMENDED READING PERFORMANCE LEVELS.*

- Identify persons who are not reading up to standard and refer them to agencies with personnel trained in the teaching of reading. (Apapanes)
- Hilo College should expand the current DES program to cover the follow-up of students who have been served as well as expand its coverage to more students. (Apapanes)
- Referral services from the Third Circuit Court and other social service agencies to adult education agencies should be expanded. (Apapanes)
- Employers should refer employees to in-service training programs available in the community in the area of reading in order to upgrade their work-related skills. (Apapanes)
- Have reading specialists set up a committee of volunteers to go out to assist and/or retrain teachers in reading instructional skills. (Elepaios)
- Provide free summer school with imaginative techniques in reading to help those individuals that have reading deficiencies. (I'iwis)
- We feel that when you teach reading, you cannot just say these are the reading specialists and reading teachers but what we need to do is have the overall school staff aware of reading and working as a team together. (I'iwis)
- We strongly feel that we should set up adult education classes to encourage reading and reacquaint parents to the joys of reading. (Namos)
- Start to identify these individuals (those with reading problems) at a very early age. (Nenes)
- We should work at the preventive aspect of reading problems through adult and continuing education, in-depth pre-marital counseling early childhood education, nursery school and P.T.A. groups, counseling and family-therapy sessions. (Nenes)

RECOMMENDATION: IV	*RECOMMEND AND OBTAIN PRE-SERVICE AND IN-SERVICE TEACHER TRAINING IN READING.*

- Increase in-service teacher training in reading by 25 percent (of total number of teachers per school) per year and by 100 percent for those in pre-service teacher training by a) requesting the U.H. College of Education to give instruction in reading skills to teachers and to set up a proficiency standard in the teaching of reading for all in-service teachers and b) require a number and types of courses in reading for all teacher trainees in the U.H. College of Education to include diagnostic, prescriptive and evaluative reading and a practicum in reading. (Apapanes)

- A program should be set up to assist and provide in-service training to teachers on better ways to teach reading in the public schools. (Elepaios)

- We should emphasize in-service training of teachers since they are key individuals in teaching the students how to read. (I'iwis)

- We need training of instructors in the teaching of reading. (Mamos)

- Recommendation to DOE: We should require that all in-service teachers receive training in problems of reading difficulties and all pre-service teachers receive training in the teaching of reading. (Mamos)

RECOMMENDATION: V	*SECURE RESOURCES TO ACCOMPLISH THE PREVIOUS FOUR RECOMMENDATIONS.*

- Request resources from the (State) legislature and from private, federal and county funding to accomplish the pilot program. (Apapanes)

- Judge Kimura referred to some "seed money" in his Keynote address so something immediate can be done to utilize community resource people. (Elepaios)

- Use available community resources especially materials and personnel to help in this reading problem situation including more counselors, implementing the Career Development Continuum, media usage, and community support for appropriations for implementing the (conference's) recommendations. (I'iwis)

- Provide for a professional staff to carry out a community-wide campaign to achieve the following: illustrate the scope of the problem to the public; identify resources and link individuals to these resources; involve other individuals in the community to assist in areas where they are able and develop programs that are identified as "needed". (Nenes)

- We should marshal all the resources that we can possibly get and carry out a survey and assessment of needs. Support services should be given to the schools and the agencies working on this problem. (O'os)

RECOMMENDATION: VI	*FOLLOW-UP ON CONFERENCE RECOMMENDATIONS AND SUMMARIZE CONFERENCE RESULTS IN A PUBLICATION.*

- Send a report of this conference to all the participating individuals and agencies, Big Island legislators and other affected agencies so that we can have something tangible coming out of this conference. Have the planning group meet to summarize the recommendations of the six discussion groups, synthesize them and send it out with the Conference recommendations so that something will come out of this Conference. (Apapanes)

- We are concerned about our reading problems and these are just the beginning of our recommendations. We urge that we all submit our concerns and have them published. (Mamos)

(See Appendix, page A3-6 for further reference to persons listed on this page.)

APAPANES

Leader: Sybil Kyi

Resource Person: Audrey Furukawa

Reporter: Mitsugu Sumada

ELEPAIOS

Leader: Jean Pezzoli

Resourse Person and Reporter: Pieper Toyama

I'IWIS

Leader: Harry Chuck

Resource Person: Dixie Harrington

Reporter: Ken Iwanaka

NENES

Leader and Reporter: Harry Kim

Resource Person: Ellen Watanabe

MAMOS

Leader: Nobuko Fukuda

Resource Person: Hitoshi Ikeda

Reporter: Merle Lai

O'OS

Leader: Ethel Yoshimasu

Resource Person: James Mimaki

Reporter: John Beck

CONFERENCE CONCLUSION: JACK HOAG, CONFERENCE MODERATOR

It would be highly presumptous of me to try to recap the entire proceedings. I think the important objective of any conference, borrowing on a quote that Sophie Aoki (Life of the Land) made at a recent housing conference--"you know we really ought to cut out the big 'shibai' and instead of holding this meeting (at the Kona Hilton), we ought to be over at Ota Housing camp in Waianae finding out how to solve housing problems instead of here at a conference where we are just getting fat." This was not a conference where the participant got fat. This was not a conference where we spent a lot of money; we spent a concentrated time period in meaningful effort and hopefully it will eventually take the form of action. That's the important output.

We're going to have to publish and codify the conference results, hopefully with the help of the State Vocational Education Office. We'll give purpose to this if we can get out in the community and follow-up on some of the specific recommendations that have emerged from this conference. Many of the subjects that we discussed today were certainly not new knowledge but were very relevant to our community needs. So the charge is upon all of us, especially the organizers of this conference, to continue on from here.

You will all receive copies of the synopsis of this conference. More importantly we're going to expect that many of you--we have members here from the county council and the mayor is represented here today--who will carry these recommendations forward throughout the year to the DOE, to the University of Hawaii, to the community, to the kumi ai's, and to the legislature.

In closing I'd like to thank Dr. Fargo and all the people who came over from Honolulu as well as some of the people like Kats Tomita who traveled from Kona. I want to especially thank Bob Okuda who was--running around here all day--our media specialist with the visual aids. I would like to also thank Mits Sumada who was the guiding force planning this conference, and also Larry Capellas, Jim Carpentier, Harry Chuck, Nobuko Fukuda, Roy Kagawa, Harry Kim, Elaine Kono, Sybil Kyi, Sadao Nishida, Stanley Shikuma, Ed Silva, Barry Taniguchi, Pieper Toyama, Ethel Yoshimasu and Barbara Luckner. So thank you very much for your help. We'll be contacting you as soon as we focus on the next phase of our reading for progress goals.

Appendix

A CONFERENCE ON READING FOR PROGRESS
Saturday, March 8, 1975, 8:30 a.m. to 3:30 p.m.
Waiakea Resort Village, Hilo, Hawaii

A G E N D A

8:00 a.m.	*Registration*	C. Brewer Conference Room
8:30 a.m.	*Welcome*	Mr. Jack Hoag, U. H. Regent and Conference Moderator
	Introductions Conference Sponsor . .	Office of the State Director for Vocational Education Dr. Samson Shigetomi, State Director
8:40 a.m.	*Keynote Address*	Judge Shunichi Kimura Third Circuit Court
	Reading For Survival	
9:00 a.m.	*Symposium*	Mr. Jack Hoag, Moderator

Panel Members:
Jude Tavares, Student Representative, Hawaii Community College
Randy Webb, Director, Administrative Services
Hawaiian Sugar Company, Ltd.
Ed. Silva, Director, Personnel Services, County of Hawaii
Elaine Kono, Curriculum Specialist, Hawaii District Office, DOE
Pieper Toyama, Reading Instructor, Hawaii Community College
Stanley Shikuma, Probation Officer, Third Circuit Court

9:40 a.m. BREAK

10:00 a.m. to 12:50 p.m. *Small Group Discussions* . . Mrs. Sybil Kyi, Coordinator for Research and Development

Groups	Leaders	Resource Persons	Locations
Apapanes	Andrew Levin	Audrey Furukawa	C. Brewer Conf. Rm.
Elepaios	Jean Pezzoli	Pieper Toyama	C. Brewer Conf. Rm.
Iiwis	Harry Chuck	Dixie Harrington	C. Brewer Conf. Rm.
Mamos	Nobuko Fukuda	Hitoshi Ikeda	Ninole Room
Nenes	Harry Kim	Ellen Watanabe	Apapane Lounge
Oos	Ethel Yoshimasu	James Mimaki	Apapane Lounge

12:50 p.m.	LUNCH	Kupuna Room
1:30 p.m.	*Luncheon Address*	Dr. George Fargo, Professor Special Education
	It's A Possibility	University of Hawaii
2:15 p.m.	*Group Reports*	Group Representatives
3:15 p.m.	*Conference Summary*	Mr. Jack Hoag
3:30 p.m.	*Adjournment*	

This conference was sponsored by the Office of the State Director for Vocational Education through the Education Professions Development Act, Part F, Section 553.

A CONFERENCE ON READING FOR PROGRESS
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Waiakea Resort Village, Hilo, Hawaii

Discussion Groups

AEAPANES

C. Brewer Conference Room

Andrew Levin: Leader
Audrey Furukawa: Resource
Edna Aguil
Laurence Capellas
Jim Carpentier
Kenneth Fujiyama
Walsh Hanley
Philip Ige
Robert Okuda
Kam Ming Pang
Elizabeth Reimer
Stanley Shikuma
Edward Silva
Mitsugu Sumada
Edward Toriano
Thomas Yanagisawa

ELEPAIOS

C. Brewer Conference Room

Jean Pezzoli: Leader
Pieper Toyama: Resource
Haruko Chang
Lynne Enoki
Roberto Figueroa
Al Goto
Lloyd Hara
David Ikeda
Merle Lai
Sister Jacinta Martin
Patricia Okamura
Monte Richards
Yukio Shiigi
Takeo Tajiri
Ronald Taniguchi
Jude Tavares
Margaret Ushijima

IIWIS

C. Brewer Conference Room

Harry Chuck: Leader
Dixie Harrington: Resource
Otto Aurstad
Norman Bezona
Anthony Costa
Jack Hoag
John Keppler
Yaeko Kunishige
Susumu Maeda
Sakiko Miyao
Kenneth Muranaka
Sam Shigetomi
Yoshiaki Shimizu
Valentine Wessel
Josephine Yadao
Tom Yamane

MAMOS

Ninole Room

Nobuko Fukuda: Leader
Hitoshi Ikeda: Resource
Douglas Beatty
John Beck
Barbara Ducosin
Ikuo Hisaoka
Jane Iida
Hideo Ikeda
Charles Isaacks
Raymond Iyo
Kenneth Kameoka
Edward Lingo
Herbert Matayoshi
Kirk Smith
Barry Taniguchi
William Wong
Fujie Yamamoto

NENES

Apapane Lounge

Harry Kim: Leader
Ellen Watanabe: Resource
Marsha Balada
William Carse
Gerald DeMello
Tomio Fujii
Joseph Garcia, Jr.
Terry Kaide
Elaine Kono
Evelyn Margolis
Dorothy Matsui
James McBrien
Ruth Moore
Thomas O'Brien
Ann Sadayasu
Joseph Sherrard
Kats Tomita

OOS

Apapane Lounge

Ethel Yoshimasu: Leader
James Mimaki: Resource
Dante Carpenter
George Fargo
Edwin Fujita
Roy Kagawa
Shirley Imada
Tsukasa Inoue
Milton Leslie
Paul Miwa
Tetsuya Murayama
Harold Nishimura
Jitsuo Niwao
June Roggenburg
Randy Webb
Joanne Yamada

A CONFERENCE ON READING FOR PROGRESS
Saturday, March 8, 1975, 8:30 a.m. to 3:30 p.m.
Waiakea Resort Village, Hilo, Hawaii

Participants

1. Aguil, Edna
   Teacher
   Ka'u High and Pahala Elem.

2. Aurstad, Otto
   Instructor in Food Service
   Hawaii Community College

3. Balada, Marsha
   Instructor in Business Education
   Hawaii Community College

4. Beatty, Douglas
   Project Manager
   RSM Inc.

5. Beck, John
   Outreach Counselor
   Hawaii District, D.O.E.

6. Capellas, Laurence
   Curriculum Specialist
   Hawaii District, D.O.E.

7. Carpenter, Dante
   Councilman
   County of Hawaii

8. Carpentier, Jim
   Clinical Psychologist
   Hilo Counseling Center

9. Carse, William
   Assoc. Professor of Education
   University of Hawaii at Hilo

10. Chang, Haruko
    Vocational Rehabilitation Service
    State of Hawaii

11. Ching, Gordon
    Instructor in Business Education
    Hawaii Community College

12. Chuck, Harry
    Retired District Superintendent
    Hawaii District, D.O.E.

13. Corca, Anthony
    Div. Chairman, Trades and Industry
    Hawaii Community College

14. Enoki, Lynne
    Instructor on Oral Communication
    Hawaii Community College

15. Fargo, George
    Professor, Special Education
    University of Hawaii, Manoa

16. Fujii, Tomio
    Councilman
    County of Hawaii

17. Fukuda, Nobuko
    Assoc, Professor of Education
    University of Hawaii at Hilo

18. Furukawa, Audrey
    Reading Specialist
    University of Hawaii at Hilo

19. Fukamizu, Raymond
    Assistant Specialist in Student Service
    University of Hawaii at Hilo

20. Garcia, Joseph Jr.
    Community Relations
    Hilo Coast Processing Co.

21. Goto, Al
    Dean of Instruction
    Hawaii Community College

22. Hara, Lloyd
    Chairman
    School Advisory Council

23. Herrington, Dixie
    Reading Specialist
    Ka'u High and Pahala Elementary

24. Hoag, Jack
    U. H. Regent
    Vice-President, First Hawaiian Bank

25. Ige, Janet

26. Ige, Philip
Assistant Superintendent
Instructional Services, D.O.E.

27. Ikeda, David
Instructor in Agriculture
Hawaii Community College

28. Ikeda, Hideo
Business Management Officer
Hawaii Community College

29. Ikeda, Hitoshi
Assoc. Professor of Education
University of Hawaii at Hilo

30. Imada, Shirley
Instructor in Business Education
Hawaii Community College

31. Inoue, Tsukasa
Hilo Contractors Association

32. Isaak, Charles
Member
Hawaii Island Chamber of Commerce

33. Iwanaka, Kenneth
Instructor in Cooperative Education
Hawaii Community College

34. Iyo, Raymond
Instructor in Machine Shop
Hawaii Community College

35. Kagawa, Roy
Employment Service
State of Hawaii

36. Kaide, Terry
Chief Clerk,3rd Circuit Court
State of Hawaii

37. Kameoka, Kenneth
Instructor in Electricity
Hawaii Community College

38. Keppeler, John
Managing Director
County of Hawaii

39. Kim, Harry
Director, LEAA
County of Hawaii

40. Kimura, Shunichi
Judge, 3rd Circuit Court
State of Hawaii

41. Kono, Elaine
Curriculum Specialist
Hawaii District, D.O.E.

42. Kunishige, Yaeko
Teacher
Hilo High School

43. Kyi, Sybil
Coord. for Research & Development
Office of State Director - Voc. Ed.

44. Lai, Merle
Councilwoman
County of Hawaii

45. Lingo, Edward
Instructor in Police Science
Hawaii Community College

46. Maeda, Susumu
Kulani Honor Camp

47. Martin, Sister Jacinta
Principal
St. Joseph High School

48. Matayoshi, Herbert
Mayor
County of Hawaii

49. Matsui, Dorothy
Instructor in Business Education
Hawaii Community College

50. McBrien, James
Instructor in Diesel Mechanics
Hawaii Community College

51. Mimaki, James
Reading Specialist
University of Hawaii at Hilo

52. Miwa, Paul
Chancellor
University of Hawaii at Hilo

53. Moore, Ruth
Instructor in Assoc. Degree Nursing
Hawaii Community College

54. Muranaka, Kenneth
Instructor in Welding & Sheet Metal
Hawaii Community College

55. Murayama, Tetsuya
Instructor in Automotive Mechanics
Hawaii Community College

56. Nishimura, Harold
Instructor in Carpentry
Hawaii Community College

57. Niwao, Jitsuo
President
Japanese Chamber of Comm. & Industry

58. Okamura, Patricia
Librarian
Hawaii Community College

59. Okuda, Robert
Media Coordinator
Hawaii Community College

60. Pang, Kam Ming
Instructor in Electricity
Hawaii Community College

61. Pezzoli, Jean
Psychometrist
Leeward Community College

62. Reimer, Elizabeth
Counselor & Instr. - Handicapped
Hawaii Community College

63. Sadayasu, Ann
Teacher
Kapiolani School

64. Sherrard, Joseph
Instructor in Food Service
Hawaii Community College

65. Shiigi, Yukio
President
Hilo Contractors Association

66. Shigetomi, Sam
State Director
Vocational Education

67. Shikada, Ichiro
Vice-Principal
Konawaena High & Intermediate School

68. Shikuma, Stanley
Probation Officer
3rd Circuit Court

69. Shimizu, Yoshiaki
Instructor in Drafting
Hawaii Community College

70. Silva, Edward
Director of Personnel Services
County of Hawaii

71. Sumada, Mitsugu
Provost
Hawaii Community College

72. Tajiri, Takeo
Instructor in Automotive Mechanics
Hawaii Community College

73. Taniguchi, Barry
Member
School Advisory Council

74. Taniguchi Ronald
Instr. in Auto Body Repair/Painting
Hawaii Community College

75. Tavares, Jude
Student
Hawaii Community College

76. Tomita, Kats
Department of Social Services
County of Hawaii

77. Toriano, Edward
Instructor in Diesel Mechanics
Hawaii Community College

78. Toyama, Pieper
Instr. in Reading Fundamentals
Hawaii Community College

79. Watanabe, Ellen
Reading Clinic Teacher
Hawaii District, D.O.E.

80. Webb, Randy
Director, Adminis. Services
Hawaiian Sugar Co., Ltd.

81. Wessel, Valentine
Local III
Operating Engineers

82. Wong, William
Business Manager
Hilo Medical Group

83. Yamada, Joanne
LEAA
County of Hawaii

84. Yamamoto, Fujie
Department of Health
State of Hawaii

85. Yamane, Tom
Instr. in Cooperative Education
Hawaii Community College

86. Yanagisawa, Thomas
Dept. of Personnel Services
County of Hawaii

87. Yoshimasu, Ethel
Principal
Hilo Union School

88. You, Ayako
Instructor in Business Education
Hawaii Community College

A CONFERENCE ON READING FOR PROGRESS
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Office of the State Director for Vocational Education
Under The Provisions Of
The Education Professions Development Act, Part F, Section 553

Evaluation Summary

Fifty-five of the eighty-eight participants who attended the conference returned completed evaluation forms.

Their responses to the questions on the evaluation form were as follows:

PURPOSE: To bring together community representatives to examine the reading problem in the County of Hawaii and to formulate proposals for resolving the problem.

1. Please indicate your evaluation of the overall achievement of the stated purpose:

a.	excellent	16
b.	good	31
c.	average	3
d.	fair	1
e.	poor	1

3 participants did not respond to this question.

2. Please indicate your evaluation of the following as they contributed to the achievement of the stated purpose:

a. Keynote Address: Reading for Survival

excellent	38
good	13
average	0
fair	0
poor	0

4 participants did not respond.

b. Symposium

excellent	11
good	32
average	8
fair	1
poor	0

3 participants did not respond.

c. Group Discussions

excellent	21
good	29
average	5
fair	0
poor	0

d. Group Reports

excellent	14
good	30
average	7
fair	0
poor	0

4 participants did not respond.

e. Luncheon Address: <u>It's A Possibility</u>

excellent	22
good	27
average	4
fair	0
poor	0

2 participants did not respond.

f. Reading Materials

excellent	6
good	26
average	10
fair	1
poor	0

12 participants did not respond.

3. How far do you feel the conference was successful in:

a. Examining the problem, conditions and causes:

very successful	20
successful	24
somewhat successful	11
not at all successful	0

b. Determining feasible goals and objectives in dealing with the problem:

very successful	14
successful	29
somewhat successful	11
not at all successful	1

c. Suggesting possible program approaches to achieve the goals and objectives:

very successful	10
successful	34
somewhat successful	9
not at all successful	1

1 participant did not respond.

d. Helping you in your professional capacity or individual role to contribute to the solution of the reading problem in your school/community:

very successful	10
successful	20
somewhat successful	19
not at all successful	4

2 participants did not respond.

4. Do you have any suggestions for specific areas of improvement in the conference approach?

There should have been more lay participation in the planning of the conference.

The reading materials should have been sent out in advance to allow the participants to come prepared to the conference (5 respondents).

The whole program should have been explained in advance.

It was never made clear what the assignment was for the participants.

There should have been more representatives from the DOE and Hilo College.

A larger number of participants from the elementary level would have been able to concentrate more on preventative than remedial measures.

The time was too short particularly for the symposium and the group discussions. There was not enough time to ask questions of the panel members or to concentrate on specific problems in the group discussions.

To avoid repetition in the group reports, one person should have summarized all of them.

The guidelines for the group leaders hampered the discussions.

The guidelines were acceptable, but difficult to adhere to.

More structure was needed in the group discussions to avoid mere recounting of personal experiences.

The time in the group discussions should have been spent in solving identifiable problems.

A specific follow-up structure should have been presented to the participants.

The Apapane Lounge was not suitable for the group discussions as there was too much noise from the lobby area.

The panel members should have been seated at a higher level than the audience for better communication.

Several participants indicated that they had no recommendations for areas of improvement; the conference was well-planned and worthwhile.

Of those who made additional comments on the evaluation form, the majority stated or implied that a follow-up to this conference was necessary. Several expressed concern that the interest awakened by this conference should not be dissipated through lack of vigorous action.

Suggested follow-up action included:

publishing and disseminating a report of the conference.

holding a follow-up conference.

institutionalizing the conference membership.

examining in depth the areas on which all the participants agreed.

implementing the recommendations and proposals coming out of the conference.

Recommendations to assist the implementation included:

articulation of the academic strain in the DOE, Hawaii Community College and Hilo College.

concentration of testing, evaluation and reevaluation of the child's readability in the primary and upper elementary levels.

involvement of parents.

more counselors in the elementary grades.